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(Continued On Page 10)

PE Activities Feature Season's End, Start

Winthrop's interscholastic volleyball team competed in the East Tennessee State University Volleyball Tournament Friday and Saturday (Nov. 15-16) in Johnson City, Tenn.

Fund Goal: 'Money For Enrichment'

A new Parents' Program of the Alumnae Annual Fund has been organized with Mr. Louis C. Hille of Florence serving as chairman according to Mrs. Robert O. Brislow, Fund Secretary of the Alumnae Association.

The purpose of the Parents' Program is to communicate with parents of Winthrop students about the Alumnae Annual Fund and to encourage parents to take part in the program.

Mr. Hille points out that while state appropriations are inadequate to cover Winthrop's basic academic needs, money from the Alumnae Fund is necessary for extra programs of an enriching nature.

The Executive Committee of the Parents' Program are Mr. James P. McAlpin, Chairman; Mrs. Colleen Barron, Rock Hill; Mr. Charles Coley, Greenville; and Mr. C. W. Hogan, Clinton.

Also on the committee are Mr. R. E. Harrell, Kingston; Mrs. James E. Scoggin, Columbia; and Mr. John O'Neill, Charleston.

The members of the committee are parents of current Winthrop students.

Winthrop met the home team, the defending champions, in the first round of play.

In other volleyball action, Winthrop traveled to Coler College Nov. 20 and will host the Coler team on Dec. 2.

Winthrop's Field Hockey Team closed its season Saturday (Nov. 16) when they met the Furman University team at Furman.

Winthrop's team was coached by Miss Ruth Sturgis and Miss Mary Griffin, assistant professors of physical education at Winthrop.

Bonnie Hilder of Bamberg, a physical education major and Diana Dilling of Quantico, Va., Coler have been appointed to the college's newly established Interscholastic Sports Committee.

Miss Hilder, a senior, is president of the Interscholastic Sports Association. Miss Dilling is a junior physical education major.

The Interscholastic Sports Committee, composed of faculty and students, will formulate policy and procedures for the interscholastic sports events in which the physical education department participates.

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Winthrop Dance Theatre

Modern Dance: Communication In Motion

BY SHIRLEY BRADHAM

What goes on in that mysterious mirrored room at Winthrop? Most of the time, it's a hall with a curious accent, and twenty bare feet rise and fall in cadence. Little bodies connect together, extend together, move together.

Objects are scattered on the hardwood floor—a rope, a vest, a bench, a seat, a stool, a table. People try to communicate feelings to one another in that room. They grasp for expression that is effective and pleasing, exciting and rewarding.

That is Winthrop's dance theatre, directed by Mrs. Alice Hayden Sato, assistant professor of physical education. The dance at Winthrop involves increasingly more students every semester and has proven to be a medium of creative ability easily explored by beginning students and revealingly developed by advanced dancers.

Modern dance is offered as a physical education activity course to majors and non-majors in beginning, intermediate and advanced sections, including choreography. Associated with the activities sections is the Winthrop Dance Theatre, the dance group. Somewhat begins with the technique. Any student, whether enrolled in dance as an activity course or not, can try out for membership in the performing group.

Back to the question of what goes on there. The ultimate purpose is to communicate ideas, thoughts, and feelings through movements. The vocabulary consists of dance techniques: walk, gait, skip, hop, run, leap, jump, contraction, extension, and many others. The movements are developed as the student perfects new techniques and uses them in differing quality, mood, and rhythm. Part of the time is spent in working with the group on techniques, part working alone, part in working with small groups to explore movement problems.

Progress is not competitive, but measured by individual improvement. The dance is discipline, like any other art, and the dancer is responsible for her own technique and creative efforts alone or with the group. The dance, like other activities is founded in its own history, theory, and philosophy. Dance literature is extensive,

and growing in America. The very nature of modern dance prevents the printing of set formulas for the study of dance, but an elementary knowledge of music, space relationships, and composition gives dancers an increase in the fluidity of the body moving in space.

Perhaps you wonder about the objects on the floor. Where does the idea for a dance present itself? Movement enters into every phase of life. It is creative and subjective, and utilizes and creates. Some people use their hands to emphasize the chief aspects of their thinking as they talk. People respond to every experience in life with mood, which can be effectively and beautifully translated into movement.

The intermediate class searched for dance ideas at Winthrop student art show last year. Some responded to sculpture, some to painting. Each student selected lines, spatial relationships, feelings from the particular object on display.

Getting a dance idea is largely interpretive work, responding to personal perceptions. Sometimes various objects are placed on the floor of the dance studio, and each student is allowed to move from object to object, responding to each with a few minutes, moving to the next, until she has worked with every object. After an experience of this type, an object will usually stand out in her memory, and associated with the object, a particular movement that interested her. One good movement can be varied and developed in a dance.

Particular objects create strong responses. For instance, the knife may cause her to move stretching upward with the knife and plunge suddenly or it may seem to float before her, drawing her after it. The mover may create her to skip and prance or run and leap with the freeness of spring.

What does the dancer do with the idea then? She experiments with the movements so that a pattern develops where movement is continuous, flowing from one movement to the next, and embodying the mood or feeling of the idea. She considers

the motifs that develop, spatial relationships, and lines of each part of the dance. The final product involves each aspect in relationship that forms a total dance experience, rich in meaning and spiritual value. What do the members of the dance group do? The dance group meets on Tuesday and Thursday at four in the dance studio. They practice techniques together and work on patterns in small groups as well as the group as a whole. Every year the group performs in the Dance Concert, which involves

individually choreographed dances and dances put together by the small groups. The choreography students work on individual dances at the end of the semester, while the dance group provides most of the small group work and large group patterns.

Within the Dance at Winthrop, girls can express themselves personally and rewardingly. Each dance is spontaneous and subjective in origin and with the development of the idea, the primary concern is to re-

(Continued On Page 4)

Student Guides Chosen To Serve As Hostesses

Thirty Winthrop College students are serving as Campus Hostesses for 1967-68.

The girls serve as official guides for visiting groups. Brenda Thomas of North Charleston, campus coordinator, is chairman of the Campus Hostesses. She is a senior home economics major.

Campus Hostesses and their majors are listed below: Susan Shannon of Blackstock, senior, pre-school education; Kate Daniel of Charleston, junior, English; Harriet McKelvin, of Charleston Heights, junior, sociology; Donna Hubbard of Clio, junior, elementary education; Raye Powers of Clio, senior, elementary education; Sandra Henderson of Columbia, junior, English; Sue Allen of Conway, junior, elementary education; Carol Kerrigan of Greenville, senior, English; Betty Leach of Greenville, senior, home economics; Anne McNeill of Greenwood, junior, English; Hollace Williams of Greystone, junior, sociology.

Also, Lucia Jones of Lake City, senior, physical education; Pat Sullivan of Moncks Corner, junior, sociology; Cindy Kincaid of Moncks, junior, home economics; Jo Jenkins of North Charleston, senior, physical education; Sylvia Johnson of Orangeburg, senior, history; Carmel Inabnet of Orangeburg, senior, psychology.

Operation Quick-Answer: Students Pose Query

BY JUDY STEIN

Q. Is it fair for the school to allow a class to continue that has only eight students in it? It seems that this is a waste if the students could be distributed to other classes. B. C.

A. According to the Winthrop College Bulletin "The College reserves the right to withdraw any course listed in the catalogue for which the enrollment at the end of the scheduled hours of registration is less than ten students. In certain cases, with the approval of the Dean of the Faculty, classes may be offered with fewer than this number of students in order to meet specific needs."

Q. What is the difference between a special student and a regular student? L. A.

A. According to the Winthrop College Bulletin, "Special students are those who are admitted under special circumstances and are not candidates for degrees. Regular students are classified as follows: Freshmen—Students are classified as freshmen until they have earned 22 semester hours of credit. Sophomores—Students are classified as sophomores when they have earned from 22 to 53 semester hours of credit. Juniors—Students are classified as juniors when they have earned from 54 to 80 semester hours of credit. Seniors—Students are classified as seniors when they have earned 81 or more semesters hours of credit.

Q. What is the maximum number of hours that maybe taken in correspondence at Winthrop? B. F.

A. According to the Winthrop College Bulletin, "A maximum of 30 semester hours in correspondence and off-campus extension courses may be accepted as partial fulfillment of the requirements for baccalaureate degrees. Not more than 12 semester hours of which may be in any one subject. The institution and the courses taken must be satisfactory of the student's college or of school.

Creative Writing In Discussion Topic For Club

Sigma Epsilon Kappa, the English Club, met Nov. 21, 7:00 p.m. in Dining 223 for a creative writing discussion. Guest speaker was Dottie Hilt, vice-president. Club members evaluated individual contributions of creative works in poetry and fiction.

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